

# The Grove Nursery

All Saints Church Hall, Weybourne Way, New Haw, ADDLESTONE, Surrey, KT15 3DH

## Inspection date

Previous inspection date

26/02/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and settled because they have warm, secure relationships with staff.
- Staff provide stimulating, wide-ranging outdoor activities, which promote children's learning in all areas of learning.
- Staff keep children protected from harm because they carry out checks in all aspects of the nursery and perform regular fire drills.
- Staff carry out thorough assessments of children's progress and use this information effectively to plan appropriate next steps for learning.

### It is not yet outstanding because

- Opportunities for children to practise their early writing skills are not fully developed.
- Children's experiences of using technology are not extensive because a variety of resources are not widely available.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed the indoor and outdoor environments.
- The inspector observed interaction between staff and children.
- The inspector held a meeting with management and sampled a range of documentation.
- The inspector spoke to parents, staff and children and took their views into consideration.

## Inspector

Jennifer Beckles

## Full report

### Information about the setting

The Grove Nursery first opened in 2000. It operates in All Saints Church Hall in New Haw in Surrey. It operates out of two large halls. There is an enclosed outdoor play area. The nursery is open during term times offering morning and afternoon sessions and some full daycare sessions. There are currently 76 children in the early years range on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children with English as an additional language. The nursery delivers the Every Child A Talker programme (ECAT). There are currently 15 staff who work directly with the children, of whom 12 staff hold appropriate early years qualifications. This includes the manager who holds Early Years Professional Status and 11 staff who hold level three qualifications. There are three staff members who are unqualified, one of whom is working towards an early years qualification.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop further opportunities for children to practise their early writing skills in play situations
- provide more access to a varied range of resources to enable children to learn about using technology.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff provide a wide range of interesting activities that cover areas of learning well. Activities are linked to children's interests and skills and support children's good progress. Staff cater for the different ways that children learn by enabling children to choose freely between indoor and outdoor provision. There is a good balance between children freely creating their own play and adult-led activities. This supports independence and structured learning opportunities to aid children's progress.

Staff support children's understanding of the world through imaginative activities. For example, children make creative blossom prints using plastic bottles and fingertips dipped in paint. Staff talk to children about the spring season and make comments on the shape and colour of their prints. Children develop good small muscle control as they knead and roll play dough for a pretend dinner party. Although children have some access to electronic toys, their choices are not varied and this limits their experiences of technology.

Staff support children's early literacy skills by asking children to recognise their names on cards when they arrive at the nursery. A writing area contains a good range of tools and materials; however this area is not very well used by children. Staff do not always encourage children to bring writing materials into role-play areas, where children can use them in context of their play. Staff talk to children about how buildings are made as children work cooperatively together while operating toy cranes and other small world resources. This helps children's understanding of the world. Staff support children as they complete puzzles by suggesting that children look for matching colours and shapes in pieces. Children create different size towers from construction sets and staff teach children mathematical language as they compare them. For instance, children work out which towers are 'taller or smaller' than others. Staff have implemented the 'Every Child a Talker' scheme to support children's language and literacy skills. For example, staff tell stories in lively ways using props to engage children in stories. These activities help children to develop valuable skills for later use in schools.

The outdoor area provides rich learning opportunities for children. The 'garden centre' is used well by the children who plant bulbs in compost. Staff teach children about the life cycle of plants. For example, they ask children what needs to be added to the compost to make the bulb grow. Children engage in imaginary play as they choose flowers from the 'garden centre' and transport them carefully in wheelbarrows. They learn about mini beasts and their habitats from the 'bug hotel' made from logs, earth and bark chippings. There is a wide range of resources to promote children's physical development. Staff teach children how to balance and swirl a hoop around their waists. Children practise their climbing skills on steps and cubes. They ride on wheeled toys skilfully. Children move confidently by running, hopping, jumping across large open areas.

Children with special educational needs and/or disabilities make good progress because staff work closely with community health professionals who offer advice and support. Staff monitor children closely and make individual education plans, which meets their needs well. Staff help children who learn English as an additional language by learning key words in home languages and by using visual resources. This supports their communication skills and helps them to feel understood.

Staff monitor children's progress effectively. They gather evidence of children's skills through photographs, regular and comprehensive observations, and samples of children's artwork, which they evaluate well. Staff use the evaluation to determine children's next steps for learning. Staff carry out progress checks for children aged between two and three years and provide written summaries to parents. This helps to keep parents informed of their children's development.

Staff keep parents well informed of their children's progress. They talk to parents informally each day to exchange information. Staff provide opportunities to meet with parents to review progress and learning journals more fully. Parents share their observations of their children with staff and this provides good opportunities for parents to contribute to their children's learning.

### **The contribution of the early years provision to the well-being of children**

Children are secure and form good relationships with this established staff group. Staff take time to find out about children's likes and dislikes and provide activities that children enjoy. This helps children to feel happy, settled and valued in the nursery. Routines are appropriate and support children's well-being and development well.

The nursery is spacious and organised well, enabling children to make free choices in their play. Staff teach children how to be safe by having ground rules that help children to act safely. For instance, children walk around the nursery to avoid accidents. They sit down when eating food to avoid choking. Staff talk to the children about road safety and this helps to protect children further. Children have good self-care skills and wash their hands at appropriate times independently. They put on their coats by themselves; staff support younger children. Staff change nappies in clean, comfortable areas, which helps children to feel at ease.

Children learn to do things for themselves at mealtimes. They learn to take responsibility by helping to put chairs by snacks tables. They serve themselves, pour their own drinks, and scrape their plates competently. Staff teach children healthy habits, such as the need for a good diet of fruit and vegetable snacks. Staff cater for special dietary needs. They teach children healthy habits by providing daily fresh air and exercise in the spacious outdoor area. Children practise a wide range of physical skills on challenging resources.

Staff manage children's behaviour well. They have clear expectations, which they share with children and illustrate in pictorial displays. This serves to reinforce children's good behaviour. Staff take an understanding and preventative approach to managing children's behaviour. They look for any triggers that could contribute to poor behaviour and remove these. Staff use praise to motivate children to behave well. This results in children's good behaviour. Children move to new groups at the nursery very happily because their key person moves with them. This ensures that continuity of care and learning is maintained. Staff have good links with local schools, where teachers visit to get to know pre-school children. This helps children to settle well at school.

Staff teach children to respect and value difference by talking with them and celebrating special events. For instance, children make Rangoli patterns to celebrate Diwali.

### **The effectiveness of the leadership and management of the early years provision**

Staff keep children protected from harm in this secure nursery. All staff have received safeguarding training and have good knowledge of procedures to follow should they be concerned about a child. All staff are qualified in first aid and this offers protection to children in case of accidents and emergencies. Staff carry out daily risk assessments covering all aspects of the nursery and this helps to keep children safe. Management vet staff well for their roles to help ensure children's safety.

Staff are supervised well and good support is offered. This is because room leaders in each room supervise staff closely and provide support. Staff have regular appraisals where training needs are identified. For instance, staff attended a course on developing outdoor areas. This led to the creation of a 'bug hotel' to attract mini beasts into the garden.

Management has good insight into the quality of staff practice because it observes staff practice regularly. Management randomly samples children's assessment records to check for quality and assessments are moderated to help ensure accuracy. Planning is reviewed each week as part of quality assurance. Staff track children's progress and this enables staff to see if children are operating below expected levels so that appropriate support is given.

Staff work effectively with a range of professionals to support children's learning. For example, staff have good links with the local children's centre who offer a range of service to parents. Staff work closely with local schools to support pre-schoolers who move to school. There are good links with the early years department of the local authority who provide advice and support. Staff work closely with parents to keep them informed of their children's progress. They provide good opportunities for parents to contribute to their children's learning.

Management reflects regularly on the nursery and has identified clear goals for improvement. For instance, management plans to introduce 'wow' cards to enable parents to share their children's achievements with nursery staff. The nursery operates successfully and has good ability to maintain this.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY465968
<b>Local authority</b>	Surrey
<b>Inspection number</b>	930850
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Allison Brown
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07951 128086

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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